Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era

Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1
University of Kansas
Wendy Peia Oakes, Ph.D
Arizona State University
Agenda

• Introducing Ci3T … a Comprehensive, Integrated, Three-Tiered Model of Prevention
• The Role of Screening: Using Screening Data to Shape Instruction
  • At Tier 1: Primary Prevention Efforts
  • At all Tiers: Teacher-delivered Strategies
  • At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps
Comprehensive, Integrated, Three-Tiered Model of Prevention
Lane, Kalberg, & Menyes, 2009

Implementing Ci3T Models: A Respectful Partnership

Comprehensive, Integrated, Three-Tiered Model of Prevention
Lane, Kalberg, & Menyes, 2009
Continued Learning Procedures for teaching the Ci3T plan for continued learning environments to all faculty and staff include:

Social Component: Examples of Schoolwide Programs

[Image of Positive Action website]

Positive Action
www.positiveaction.net
- Improves academic, behavioral, and character
- Curriculum-based approach
- Effectively increases positive behaviors and decreases negative behaviors
- 6-7 units per grade

Optional components:
- Safe climate development
- Bullying prevention
- Responsibility and respect
- Community involvement
- Family

Connect With Kids
connectwithkids.com
- A curriculum using real stories presented through documentary-style videos, non-fiction books, teaching guides and patient resources
- Customizable units are:
  - Attendance and achievement
  - Building and avoiding similarities
  - Character and life skills
  - Digital citizenship
  - Alcohol and drug prevention
  - Safety and wellness

[Image of Ci3T Professional Learning Series]

Ci3T Professional Learning Series

[Descriptions of each session and activities]
### Practitioner University Partnership ... Ci3T Training & Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
</tr>
<tr>
<td><strong>Middle and High Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
</tr>
<tr>
<td><strong>College and Career Center</strong></td>
<td></td>
</tr>
<tr>
<td>Ci3T Training</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 1</td>
<td></td>
</tr>
<tr>
<td>Implementation Year 2</td>
<td></td>
</tr>
<tr>
<td>Sustain and Develop Practices</td>
<td></td>
</tr>
</tbody>
</table>

---

### Ci3T Primary Plan: Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role Description</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>all stakeholder groups</td>
</tr>
</tbody>
</table>

---

---

---

---

---

---

---
### A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

#### Roles & Responsibilities

<table>
<thead>
<tr>
<th>Domain</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>- Planning for an Integrated Approach</td>
</tr>
<tr>
<td><strong>Behavioral</strong></td>
<td>- OTR Active Supervision</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>- BSP Precorrection</td>
</tr>
</tbody>
</table>

#### OTR Active Supervision

1. Develop a Behavioral Support Plan (BSP) based on a comprehensive assessment of the student's needs.
2. Implement strategies to enhance problem-solving skills.
3. Monitor progress and adjust plans accordingly.

#### BSP Precorrection

1. Identify potential barriers to academic success.
2. Implement pre-teaching strategies to prevent difficulties.
3. Provide feedback and support as needed.

#### Planning for an Integrated Approach

- **Integrated Learning Plan**: Tailored for individual needs.
- **Behavioral Support Plan (BSP)**: Precorrection strategies.
- **Occupational Therapy (OTR)**: Active Supervision.
- **Speech-Language Pathology (SLP)**: Chosen based on need.

---

16

17

18
Virtual Learning Incentives

FREE Incentives:
- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc.
  (check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student's name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)

Personalized stickers in See Saw (2nd grade has been using this)

- Virtual Class Reward Menu

Adapted and shared with permission from a district partner.
Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Implementation Science

- Exploration & Adoption
  - We think we know what we need so we are planning to move forward (evidence-based)

- Installation
  - Let's make sure we're ready to implement (capacity infrastructure)

- Initial Implementation
  - Let's give it a try & evaluate (demonstration)

- Full Implementation
  - That worked, let's do it for real (investment)

- Sustainability & Continuous Regeneration
  - Let's make it our way of doing business (institutionalized use)
Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Prevention Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menesse, 2009)
**Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) for Elementary Schools**

**SRSS-IE: Cut Scores**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle and High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>Items 1-7</td>
<td>Items 8-12</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>0-3 = low risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>2-3 = low risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>4-15 = moderate risk</td>
</tr>
<tr>
<td>0-3 = low risk</td>
<td>9-21 = high risk</td>
</tr>
<tr>
<td>4-8 = moderate risk</td>
<td>4-15 = moderate risk</td>
</tr>
<tr>
<td>9-21 = high risk</td>
<td>6.18 = high risk</td>
</tr>
</tbody>
</table>

---

Elementary School Level


Middle and High School Level

Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students

---

Sample Elementary School Fall
SRSS-I5 (internalizing) Results – All Students

---

Fall 2018
SRSS-Externalizing Results: Grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low n (%)</th>
<th>Moderate n (%)</th>
<th>High n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>58</td>
<td>51 (87.93%)</td>
<td>6 (10.34%)</td>
<td>1 (1.72%)</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
<td>40 (76.92%)</td>
<td>8 (15.38%)</td>
<td>4 (7.69%)</td>
</tr>
<tr>
<td>2nd</td>
<td>61</td>
<td>51 (83.61%)</td>
<td>6 (9.84%)</td>
<td>4 (6.56%)</td>
</tr>
</tbody>
</table>
Middle School Study 1: Behavioral & Academic Characteristics of SRSS Risk Groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n = 422)</th>
<th>Moderate (n = 51)</th>
<th>High (n = 12)</th>
<th>Significance Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>1.50 (2.85)</td>
<td>5.02 (5.32)</td>
<td>8.42 (7.01)</td>
<td>L&gt;M&gt;H</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>0.08 (0.38)</td>
<td>0.35 (1.04)</td>
<td>1.71 (2.26)</td>
<td>L&gt;M&gt;H</td>
</tr>
<tr>
<td>GPA</td>
<td>3.35 (0.52)</td>
<td>2.63 (0.65)</td>
<td>2.32 (0.59)</td>
<td>L&gt;M&gt;H</td>
</tr>
<tr>
<td>Course Failures</td>
<td>0.68 (1.50)</td>
<td>2.78 (3.46)</td>
<td>4.17 (3.49)</td>
<td>L&gt;M&gt;H</td>
</tr>
</tbody>
</table>


Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
<td>80.36%</td>
<td>10.02%</td>
<td>9.62%</td>
</tr>
<tr>
<td>2017</td>
<td>90.18%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>2017</td>
<td>91.29%</td>
<td>4.18%</td>
<td>4.54%</td>
</tr>
<tr>
<td>2018</td>
<td>90.93%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>2018</td>
<td>92.22%</td>
<td>4.20%</td>
<td>3.58%</td>
</tr>
</tbody>
</table>

Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Prevention Efforts
  - At Tier 2: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps
Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School

Student Risk Screening Scale Fall 2004 – 2012 Middle School

Agenda

• Introducing Ci3T... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• The Role of Screening: Using Screening Data to Shape Instruction
  • At Tier 1: Primary Prevention Efforts
  • At all Tiers: Teacher-delivered Strategies
  • At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps
Agenda

- Introducing Ci3T ...  a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Preventions Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps
Agenda

- Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
- The Role of Screening: Using Screening Data to Shape Instruction
  - At Tier 1: Primary Prevention Efforts
  - At all Tiers: Teacher-delivered Strategies
  - At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
- Considerations for Screening PK-12 in the COVID-19 Era
- Planning for Next Steps

Considerations for Systematic Screening PK-12 in the COVID-19 Era

Recommendations to Consider: Pre-COVID-19

• Recommendation #1: Build Stakeholders’ Expertise
• Recommendation #2: Develop the Structures to Sustain and Improve Practices
• Recommendation #3: Conduct Screenings in a Responsible Fashion
• Recommendation #4: Consider Legal Implications - know your state laws

Recommendations to Consider: Screening in the COVID-19 Era

• Recommendation 1: Continue Screening and Engage in Professional Learning Opportunities
• Recommendation 2: Use Multiple Sources of Data to Inform Instruction
• Recommendation 3: Screen Responsibly


A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

Continued Learning
• Follow directions for maintaining communication with school
• Utilize technologies and resources appropriately for learning.
• Follow the new learning schedule, whether at home or school.
• Ask for help and clarification, when needed.
• Attend remote learning sessions and class meetings.
• Designate a space for learning.

Area I: Academics
Responsibilities
Students:
• Be at school on time and stay all day. Access and use resources to be organized.
• Complete and turn work in at a timely manner.
• Communicate with teachers and parents.
• Participate in distinct core instruction and learning opportunities.
• Actively participate in class activities and be persistent in the face of challenge.
• Participate in

Area II: Behavior
Responsibilities
Students:
• Meet school-wide expectations stated in the Expectation Matrix.
• Use strategies learned in behavior expectation setting and Second Step® lessons to prevent or minimize triggers and identify and manage solutions.
• Take responsibility for own actions and the effect on others.
• Tell an adult about any unsafe behaviors.
• Ask an adult when you need help.

Area III: Social Skills
Responsibilities
Students:
• Follow the school-wide expectations listed in the Expectation Matrix.
• Actively participate in weekly Second Step® lessons.
• Use positive social skills at school, at home and in the community and encourage peers to use these skills.
• Cooperate with others, use kind words and actions.
• Listen politely, and resolve conflicts peacefully by using Step 1 of the Steps to Respect (OSEP D.A.R., PBIS.org).

• Actively participate in Second Step lessons.
• Talk with families to share lessons learned.
• Use social skills in your interactions with others.
• Show respect for others by maintaining the recommended personal distance.
A Look at Roles & Responsibilities in Academic, Behavioral, & Social Domains

**Area I: Academic Responsibilities**
- **Faculty and Staff:** Teach core programs according to district and state standards with fidelity.
  - English Language Arts: 40 min. of uninterrupted instruction; 30 min. of writing.
  - Math (60 min. of core)
  - Math Expressions Core
  - Differentiate instruction

**Continued Learning**
- Maintain meaningful, engaging learning activities for students.
- Utilize formative feedback opportunities to support students’ active engagement and learning.
- Provide authentic opportunities for experience.
- Promote meaningful feedback.
- Implement research-based methods.
- Implement daily attendance.
- Communicate or meet weekly with families and students.
- Develop regular instruction through the approved and assigned platform.
- Utilize and assign rubric activities consistent with the weekly learning outcomes.
- Notify families and students of regular online office hours.
- Build supportive intervention plans (e.g., technology, resources, families, curriculum for teaching and learning).

**Planning for 2020-2021: Structured Flexibility**

**Area III: Social Skills Responsibilities**
- **Faculty and Staff:** Teach social skills through social skills core and education curricula with fidelity:
  - Grades K – 2
    - 20 min. lessons per week to lead
    - 30 min. lesson every other co-taught by teacher and coach.
  - Grades 3 – 5
    - 20 min. lessons per week to lead
    - 45 min. lesson every other co-taught by teacher and coach.
- Use approved, specific lesson resources for specific skills.

**Continued Learning**
- Begin each lesson with a reminder of the social skills needed to fully engage in the lesson.
- Utilize online Second Step resources to continue regular social skills lessons with asynchronous activities as well as synchronous lessons.
- Share the Second Step family resources with all students’ families.
- Include social skills in daily activities in academic instruction.
- Participate in available professional learning for flexible learning engagement strategies.
Agenda

• Introducing Ci3T ... a Comprehensive, Integrated, Three-Tiered Model of Prevention
• The Role of Screening: Using Screening Data to Shape Instruction
  • At Tier 1: Primary Preventions Efforts
  • At all Tiers: Teacher-delivered Strategies
• At Tiers 2 & 3: Secondary & Tertiary Prevention Efforts
• Considerations for Screening PK-12 in the COVID-19 Era
• Planning for Next Steps

Action Planning

Resources for Responding to COVID-19
Ci3T Monthly Leadership Team Meetings

<table>
<thead>
<tr>
<th>Month</th>
<th>November 30, 2020</th>
<th>5:00 - 7:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4, 2020</td>
<td>5:00 - 7:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>January 28, 2021</td>
<td>5:00 - 7:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>February 25, 2021</td>
<td>5:00 - 7:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>March 24, 2021</td>
<td>5:00 - 7:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

Building Capacity & Supporting Sustainability Professional Learning Offerings for 2020 - 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 13, 2020</td>
<td>5:00 - 7:00 p.m.</td>
</tr>
<tr>
<td>December 31, 2020</td>
<td>5:00 - 7:00 p.m.</td>
</tr>
<tr>
<td>January 26, 2021</td>
<td>5:00 - 7:00 p.m.</td>
</tr>
<tr>
<td>February 23, 2021</td>
<td>5:00 - 7:00 p.m.</td>
</tr>
</tbody>
</table>

Ci3T Training and Coaching Calls

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 06, 2020</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>September 03, 2020</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>October 20, 2020</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>November 16, 2020</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>December 14, 2020</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>January 06, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>February 17, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>March 23, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>April 04, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>May 10, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
<tr>
<td>June 10, 2021</td>
<td>4:00 - 5:00 p.m.</td>
</tr>
</tbody>
</table>